

THE  
MASSACHUSETTS TEACHER.

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F. N. BLAKE, EDITOR OF THIS NUMBER.

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TEACHING AND TEACHERS;  
A POEM,

Read before the Barnstable County Teachers' Convention, held at Provincetown, Mass., Thursday'  
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WHERE Ignorance is bliss, the Poet cries,  
Or rather sings, "'t were folly to be wise ;"  
But Poetry, though polished, graceful, smooth,  
Not always gives the utterance of Truth :  
A humble rhymers—one whose modest name  
Has never filled the swelling trump of Fame,  
Tells us,—in words we can't but understand,  
That " Learning 's better far than house or land ;"  
For *these* departed, we may yet retain  
The wealth of mind—the mintage of the brain ;  
Wealth—Treasures that bear interest in old age ;  
The Scholar's food—the young mind's heritage !

You, who will listen to my rhymes to-night,  
May vainly hope for some poetic flight !  
No Poet I,—the " faculty divine"  
Has never been, and never will be mine ;  
And could I, in harmonious numbers sing,  
Such would not *now*, perhaps, be quite the thing :  
Among such learned and scholastic folk,  
Should he descant who ne'er felt learning's yoke ?

For my part, having fear of Critic rod  
 (So *many* Schoolmasters "being abroad,")  
 Before my eyes, I shall, with memory's scrawl,  
 But draw some Schoolday pictures on the wall,  
 Content if, when your minds these outlines strike,  
 Any should say—"the picture 's something like ;"  
 But, if my vagrant pen, or errant Muse,  
 Should wander now and then—the fault excuse,  
 E'en though while theorizing, I may fail  
 To "point a moral, or adorn a tale."

Small need, in times like ours, that we should show  
 What mighty benefits from Knowledge flow ;  
 And, judging from the light which gilds to-day,  
 The Darkness realize that 's passed away !  
 Yet, for a moment, with reverted glance,  
 We would survey the realm of Ignorance,  
 For they who 've felt the gloom of rayless night,  
 Can most enjoy the full meridian light !

Not with Pope's Indian, who with bookless mind,  
 "Saw God in clouds, and heard him in the wind ;"—  
 Not with the Magi on the banks of Nile,  
 Who wrote their records with the pointed style,  
 Who rode not upon rails, nor sailed through air,  
 Would we the scholars of this age compare ;—  
 Why should we, with pedantic toil, go back  
 So very far on History's twilight track,  
 Since for our purpose 't is enough to show  
 The change 'twixt *now* and fifty years ago ?

In every city, hamlet, village, place,  
 You'll find—if you will only seek the trace—  
 That personage,—half real, and half myth,  
 Rejoicing in the name 'of Jones, or Smith,  
 Or, the perhaps as scarce cognomen—Brown,  
 The oldest 'habitant in all the town ;  
 When you have found such venerable sage,  
 With memory green beneath the snows of age,  
 Seat you beside, and humor him awhile,  
 Till o'er his wrinkled visage steals a smile ;  
 Then, though his voice may have a quavering tone,  
 How pleasantly he'll talk of seasons gone !  
 Long years of toil and trial may have passed,  
 Leaving his frame all but a wreck at last !  
 'Twixt Youth and Age, though decades intervene,  
 His memory bridges the great gulf between :

What happened a short week ago, in vain  
 He tries to recollect—but years of pain  
 Obliterate not the chronicles of Truth  
 Graved on the enduring tablets of his Youth.

Just now, in Fancy's eye the Patriarch see,  
 With a great-grandchild leaning on his knee,  
 Or gazing up with mild and wondering look  
 Into his face, as in some ancient book ;  
 Or, with its little rosy fingers playing  
 Among the white locks o'er his shoulders straying,  
 Hear how he talks about the ancient times,  
 When in the town were heard no Sabbath chimes ;  
 When e'en a daily Stage was quite unknown ;  
 When Time's swift flight was but by hour-glass shown ;  
 When from the School-house came no accents shrill ;  
 When no Town-house was seen on High Pole hill ;  
 When to the Harbor no Propeller came,  
 Urged on with breath of steam, and heart of flame ;  
 When no new Bank displayed its golden sign,  
 No crisp Bank Bills were seen engraved in line,  
 For his sole Bank was that of Newfoundland,  
 And only *specie* would he take in hand ;—  
 Of these and many another ancient scene,  
 The old inhabitant will talk and dream !

His grandchild reads unto him from that page  
 Which is the guide of youth—the hope of age !  
 “ Ah, Sir ! ” he says, with melancholy look,  
 “ But for this child, the Bible were a book  
 For ever sealed—sealed in my age's need ;—  
 In *my* young days I was not taught to read ; ”  
 And as tears blot the volume on his knees,  
 He thinks the “ good old times ” were not so good as *these*.

*He* paints most truly, faithfully, who draws  
 From life ;—who, heedless of the crowd's applause,  
 Sketches from Nature with a vigorous touch,  
 Nor adds a shade too deep, a line too much !  
*He* wins most hearts, perhaps, who for his theme  
 Takes no heroic deed—no classic dream ;  
 But, scorning inspiration from the Muses,  
 From paths of daily life his subjects chooses ;  
 For human hearts sure sympathies will show  
 With every phase of natural weal or woe ;  
 And the “ long glories of majestic Rome ”  
 Will not attract us like scenes nearer home.

### THE MASSACHUSETTS TEACHER.

Then, for a moment, let us strive to show  
The Dame School of some forty years ago.

Well we remember that far spot, where first  
The earliest beams of knowledge on us burst ;  
We mean SCHOOL-Knowledge—but not *there* began  
The Education of the future man !  
There is a School, one earlier, dearer far  
Than any in Life's after-period are,  
Where Earth's first teacher bends the child above,  
And claims as fee, a kiss or smile of love ;  
Where the dim dawning of the infant sense  
Is fostered into bright intelligence ;  
Where are no blackboards, pencils, slates or books ;  
Where every lesson is conveyed by looks ;  
Where child and teacher seldom disagree ;  
And the dear School-room is the Mother's knee.

Home Education ! In life's mid-day hour  
Which of us, looking back, can doubt its power ?  
And who can tell with how much influence fraught  
Were the home-lessons that his mother taught ?  
What his life's color owes unto the dye  
With which his mind was tinged in infancy ?  
So Cowper learned from his lov'd mother's lips  
The truths which cheered him in his noon's eclipse ;  
So Doddridge, by the fireside, from Dutch tiles,  
Learned Scripture History, urged by mother's smiles.

I think 't is Hannah More who somewhere sings  
"That trifles make the sum of human things ;"  
Trite the remark, but true. Of countless grains  
The earth is made—its mountains, and its plains.  
By slow degrees the coral bed at length  
Rises from Ocean's depths in bulk and strength,  
While the Pacific's waters idly sweep  
Above the invisible workmen of the deep !  
What *now* so insignificant appears,  
Will, in the course of slow revolving years,  
Rise, solid and compact, above the wave,  
O'er which, lashed into surge, the Deep may rave ;  
And on whose reef some gallant vessel driven,  
May lie with yawning seams and timbers riven ;  
Or, by the Ocean-currents wafted there,  
Soil may collect ; and as in gardens fair,  
Upon that coral reef bright flowers may smile,  
And Earth rejoice in one more fruitful isle !

So with the hidden growth of character ;—  
 Trifles our impulses in childhood stir ;  
 And slumbering energies *we* fail to mark  
 Are kindled by small fires, as by Promethean spark !  
 Now let my pen and ink with truth portray  
 The School and School Dame of a by-gone day ;  
 And that the sketch with naturalness be rife,  
 With memory's aid I'll take them from the life.

Just as I saw her, when on lowly stool  
 I sat before the mistress of our school,  
 I see her now,—for, through the mists of years,  
 That awful Vision of the past appears !  
 —In years well-stricken ; lame, but not so much,  
 But she into a cane could turn her crutch,  
 Which o'er the victim's cranium she laid  
 In hopes to beat some knowledge in his head ;  
 With a long nose, hooked like a vulture's beak,  
 Thin, pursed-up lips, and chin of sharpest peak,  
 And eyes for idlers ever on the seek,  
 With rod beside her—tickler for dull wits,  
 Terror of trembling pupils—there she sits !  
 Quaint is her dress—a gown of common chintz,  
 Which many a washing-day has robbed of tints ;  
 With waist extremely short, and scanty skirt,  
 Not made like those worn now, to drag in dirt ;  
 A huge mob-cap, with bands beneath the chin,  
 From whose frilled front peep locks all gray and thin ;  
 A muslin 'kerchief without spot or fold,  
 Protects her chest and throat from winter's cold,  
 And her stiff figure tells you as you gaze,  
 She wears those instruments of torture—stays ;  
 Fancy all these, and there before you sits  
 The ancient Dame, who, as she teaches—knits.

Now for the scholars, who from near and far  
 Seek the Court of this petticoated Czar.

The Old Church Clock strikes Nine, and to his place  
 Comes a small boy, with pale and thoughtful face ;  
*He* is the favorite of the Dame's stern rule,  
 The little genius of the Village School !  
 When Visitors drop in, 't is *he* rehearses  
 Last Sunday's text, or Mrs. Barbauld's verses.  
 Next to him sits the blockhead of the place ;  
 A black-eyed urchin with a saucy face,  
 Who ne'er was known to learn a lesson through



Without his shoulders being black and blue ;  
 For, as we 've said—the Dame was ne'er inclined  
 To spare the rod and spoil the youthful mind.

Still in they come—some timorous, for they know  
 But very little progress they can show ;  
 Some with light step, and carriage brisk and smart ;  
 They 've got the Ten Comanandments all by heart !  
 At last, the tardiest of the school slinks in,  
 And quick to make some old excuse begins ;  
 But ah ! how vainly—for the Dame's keen eyes  
 Perceive the truth despite the 'cute disguise ;  
 And quickly stands the culprit on a stool,  
 A terrible example to the school !  
 But scant the lore our Schoolmistress imparts :  
 No Masters, or no Bachelors of Arts  
 Took honors at her College. Yet should we  
 Forget not her who taught us A B C ;  
 Nor scorn the Teacher who first made us stammer  
 Our earliest lessons in the English Grammar.

Where is she now, that Schoolmistress of old ?  
 Sleeping in peace beneath the Churchyard mould ?  
 An Institution of the dusty Past,  
 Her memory scarcely will this age outlast.  
 Where are her Pupils ? He who was the pride  
 Of the old lady—early drooped and died :  
 The blockhead who by heart no lesson got  
 Has since been proved the smartest of the lot ;  
 While others who ne'er stood on three-legged stools,  
 With dunces' caps on, have turned out but fools !  
 —Such varying results oft prove in truth  
 How fickle are the promises of youth !

And now, as Learning's ladder still we climb,  
 A theme of some importance asks a rhyme :  
 —“ This world of ours is too much with us,” says  
 The greatest Poet of these later days :—  
 The feverish Dollar-chase year after year  
 Steals Youth's dew from the heart, and leaves it sere ;  
 In the fierce struggle after Fortune's prize  
 The memory of our school-days almost dies ;  
 And scarcely aught survives, when far we roam,  
 Save the sweet memories of Childhood's home,  
 That come amid our turmoil and unrest,  
 Like a breeze from the islands of the Blest,  
 Which to Life's wandering, way-worn pilgrims, brings  
 Health, joy and peace, and healing on its wings.

Ah! what a joy it were, could we go back  
 And travel into Childhood's sunny land;  
 Mark every footstep of our former track,  
 And all Youth's happy mysteries understand!  
 What bliss, could we recall the dawn of Mind;  
 That web of Thought and Feeling have untwined,  
 Which baffled Locke — Descartes! Then should we  
*One* error of that rigid teaching see,  
 Which aims *exclusively* at the *exact*!  
 —Too oft has *Fancy* been destroyed by *Fact*!  
 Unduly have the *Reasoning* powers been strained,  
 The young *Imagination* cramped and chained!  
 And with utilitarian, stern control,  
 Has Childhood been crushed out of many a childish soul.  
 Oh! there is scarce a spectacle so sad  
 As some bright-eyed and intellectual lad,  
 Compelled, from dawn till dark, with haggard looks,  
 To study *only* Useful Knowledge Books!  
 Unreasonable 't were to mar Youth's joy,  
 And wish for full-born manhood in the boy,  
 As 'tis to arrest Youth's transitory grace,  
 And fix it on perpetual Childhood's face!

Enough of Useful Learning, if you will,  
 But O, let *Fancy* wave her sceptre still!  
 The bow that's ne'er unbent may lose its power;  
 Too much *guano* will destroy the flower!  
 It has been said, with reference to the mind,  
 That "as the twig is bent, the tree's inclined";  
 But the fine texture of young souls is such,  
 That we, perchance, may bend the twig too much.  
 What then? Instead of towering 'neath Heaven's blue,  
 It turns toward the earth from which it grew!  
 Brains, unlike holiday turkeys, will not bear  
 The cramming process long — that fact is clear.  
 Select a small-necked bottle if you will;  
 With a large stream that vessel try to fill,  
 And you will fail; but let a small stream run,  
 And easily enough the thing is done!  
 "Drink deep, or taste not the Pierian spring —  
 A little learning is a dangerous thing,"  
 Writes some one. — I contend 't is no such thing!  
 Ah! what a blunder did that scribe let fall!  
 A little good's worth more than none at all!

"What!" I imagine some one may exclaim,  
 "Is it your serious and deliberate aim

To let the rising generation look  
 In any other than a lesson book ?  
 Would you allow the eager eyes of youth  
 To read a tale that is not actual truth ?  
 To snatch a respite from cube, square or prism ?  
 To steal one half hour from the catechism ? ”  
 I answer, with no hesitating “ guess,”  
 But boldly, earnestly, distinctly — *Yes!*  
 Ah! who remembers not Youth’s happy prime,  
 When first he listened to the nursery-rhyme,  
 Which told the valorous doings of Tom Thumb,  
 Or those of Jack who smote the Giants dumb,  
 And put the hasty pudding in his bag ?  
 Or roved with Gulliver in Brobdignag ?  
 Or laughed at old Joe Miller’s harmless jokes ?  
 Or seen, with Peter Wilkins, flying folks ?  
 And then, ascending the romantic scale,  
 Luxuriated o’er the *Fairy Tale* ?  
 Viewing, with mental eye, along the grass,  
 The Queen of Faery and her elfins pass ;  
 Or on her throne, beneath some forest-tree,  
 While nodding blue-bells rang out minstrelsy ?

Still — still progressing in our childish lore,  
 (For still the more we read, we longed the more,)  
 What joy it was to wander, mute and slow,  
 Along that isle made classic by De Foe !  
 To see poor Robin Crusoe, gun in hand,  
 Startled to find the footprint on the sand ;  
 Or mark him in his cave, with parrot rare  
 Perched soberly on shoulder or on chair ;  
 And then, with what a flutter of delight  
 We hailed Man Friday, that prime favorite !

But the great crowning of these young delights  
 Was when we first devoured the Arabian Nights !  
 Sweet ’t was to see the Tigris mirroring stars,  
 To stroll through Bagdad’s wonderful bazaars ;  
 To mark the Caliph and the Vizier walk,  
 And listen to some learned Dervish talk ;  
 To view the mystic thread the Sorceress weaves —  
 See Ali Baba and the Forty Thieves !  
 And — best of all — to wander through the cave  
 With young Aladdin, venturous and brave,  
 Wishing for his mysterious lamp, that we  
 Might rub it, and cry, “ *Open Sesame !* ”  
 Or to sail off with Sinbad, and behold  
 The valley of the glittering gems and gold !



Such tales as these are not for Youth alone ;  
 Older and wiser heads their influence own ;  
 For scarcely one of them, to men of thought,  
 But is with some great moral lesson fraught ;  
 And *if* to us they fanciful appear,  
 What modern Draco would be so severe  
 As by child-slaughtering code, to half destroy  
 The innocent delights of girl or boy ?  
 Let me be understood. — Such rare delights  
 Should supersede not thoughtful days nor nights ;  
 Not o'er them should be spent the studious oil ;  
 Their use is to *relieve* the mental toil.  
 Raise high the solid shaft — but round it twine  
 The graceful foliage of the clambering vine !  
 Build arks of learning — but, while floating on,  
 Let banners stream and music yield its song !  
 Neglect no *duty* ! — but when Duty calls,  
 Let sunshine gild her sacred Temple-walls !

Change we the tenor of our random rhyme,  
 Which has too long, perhaps, employed your time,  
 And turning unto Fact from Fancy's Dream,  
 The *Dignity of Teaching* be our theme.

"Delightful task to rear the tender thought ;  
 To teach the young idea how to shoot,"  
 Sings Thomson, to poetic frenzy wrought ;  
 But much I doubt if Thomson e'er set foot  
 Within a school's four walls, when fifty boys,  
 Or more, burst out with worse than Babel-noise,  
 Putting a damper on the Teacher's joys !  
 "Delightful task !" So must it be when round  
 The wheel of Education smoothly goes ;  
 But wanting Order's oil, who has not found  
 The Teacher's office one of countless woes ?

Yet spite of these—who takes a higher stand  
 Through all the length and breadth of this fair land,  
 Than he or she, who occupation finds  
 In tending the plantation of young minds ?  
 In city's midst,—in hamlets far remote—  
 At home—abroad—they till the fields of thought ;  
 Day after day they wage a steady fight,  
 The dark foe Ignorance to put to flight !  
 What are their weapons ? The resistless darts  
 Of Truth, with which they pierce dull heads and hearts !  
 What is their panoply ? not plated steel,

But patient hope and unabating zeal!  
 With these they battle each succeeding day,  
 Wearing health, hope and energy away!

—Ah! this broad world has heroes, nobler far  
 Than those who over fields of carnage sweep!  
 Who're decorated by a cross or star;  
 At whose name thousand swords from scabbards leap!  
 You'll find them in the Common School-house, high  
 On the bleak hill-side, on forlornest moor;  
 Where'er the Eagles of Columbia fly;  
 From North to South—from East to Western shore!  
 Watch they, and work they on their mission vast,  
 And when their day of toil is overpast,  
 The seed they sowed in patient hope may be  
 In future generations some great tree,  
 Whose branches may bear fruit and still expand,  
 A glory and a shelter to the land!

Yes, great their mission! as each morning shows  
 Bright visaged boys and girls in goodly rows,  
 Let each School-Teacher think before him sits  
 His country's future Sages—Poets—Wits!  
 —That yon dull boy, the humblest of the band,  
 “The applause of listening senates may command.”  
 That yon fair girl, with form so frail and slight,  
 May prove a Female Washington, and fight,  
 And conquer too, in her own cause of Woman's Right!  
 Some of the greatest men of this great land,  
 Sprang to high places from the Teacher's stand!  
 See Webster teaching in the Granite State;  
 See Adams well content on boys to wait;  
 Think, classic Everett taught a daily class;  
 That Seward saw small files before him pass;  
 That others—whose names cannot pass away—  
 Were all school teachers in their early day!

My task is almost done; what now remains,  
 Save to fling off these clanking rhythmic chains?  
 But ere I do so—Parents! let me say  
 You are great Teachers, though in different way;  
 Within your homes—at the domestic board,  
 From you a mighty influence is poured:  
 If from your lips should fall a careless word,  
 By childhood's sharpened sense 't is quickly heard!  
 Your looks are lessons—when with them you walk,  
 Listening to prattle sweeter far than talk.

What *you* may say of birds or flowers or trees,  
 Will be the key-note of their sympathies !  
 And is't too much to say that Parent skill  
 Can mould the child to almost what it will ?  
 Let passion's lines the Parent-brow disgrace,  
 They'll be reflected on the young child's face ;  
 Let warm affection *Parent*-features move,  
 And *infant* eyes will answer love with love !

Among the wonders which Geology  
 Reveals, are traces of some former sea,  
 That for a course of ages all unknown,  
 Has been to human sense but solid stone ;  
 Yet on that stone, impressed by viewless hand,  
 Are seen such ripples as we mark on sand  
 After the tide has ebb'd. *There* long ago  
 An ocean's waters *had* their ebb and flow,  
 And that hard *stone* was *sand*. But gradual change  
 Wrought land and water wonders, new and strange !  
 Assyrian and Cæsarian thrones were not—  
 Dynasties disappeared, but on the spot  
 Where flowed that ancient Deep o'er sandy plains  
 The impressed ripple even yet remains !  
 So on the tablet of the youthful brain,  
 "Wax to receive and marble to retain,"  
 The faintest of impressions will appear  
 In after time, miraculously clear !  
 By your example, in the *Home School*, you  
 A work for good *or* ill will surely do ;  
 The teacher in the school may toil for nought  
 Unless *you* aid him in his work of thought :  
 Uphold his hands—work *with him*, and success  
 Shall your united aims and efforts bless !

Happy *New England* !—on thy frontier bold  
 Here as I stand, a wanderer from the *Old*,  
 I think of many a fair and foreign scene,  
 'Twixt which and me, wide oceans intervene !  
 But well may'st thou, oh, Pilgrim-soil, compare,  
 With all which *they* can boast of good or fair ;  
 —No Castles, such as tower where rolls the Rhine ;  
 No Pyramids, like Egypt's marvels thine !  
 Upon thy streams no Abbey shadow falls ;  
 No ivy rustles on baronial walls !  
 The record most remote thy annals show  
 Is that one when the Mayflower "moored below."  
 But oh ! *New England* : Castles, Abbeyes, all

Before thy moral grandeur fade and fall !  
 Glorious are Temples e'en in their decay !  
 More glorious still the type, in this new day  
 Of Progress, than those remnants of misrule !  
 New England's glory is the *Common School* !  
 And e'en the humblest, has to reason's eye  
 More than the Coliseum's majesty !  
 —In ancient times the youths, from hand to hand,  
 Transmitted each to each a burning brand ;  
 So be it ever your immortal aim  
 To hand from sire to son Instruction's wingéd flame !

One more last word ! Let each one here recall  
 To mind, the fact that we are scholars all !  
 From the first hour when in this world of strife,  
 We enter on the A B C of life,  
 To that mysterious point of time, when we  
 Feebly articulate the final Z,  
 We're *ever* learning—subject to high Rule,  
 The Times our Teacher, and the World our School.  
 So learn we, that on Life's Vacation Day  
 The greatest Teacher unto each may say,—  
 "Earth's lessons have well profited thy heart ;  
 Still higher go, and now with Angels learn thy part."

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### WEBSTER'S EARLY INSTRUCTION.

In a work recently published, we find a very curious piece of information, respecting the early history of our great American Orator, Daniel Webster, which is said to be taken from his autobiography, now in manuscript. Mr. Webster says :

"My first lessons in Latin were recited to Joseph Stephens Buckminster, at that time an assistant at the Academy. I made tolerable progress in all the branches I attended to under his instruction, but there was one thing I could not do—I could not make a declamation—I could not speak before the school. The kind and excellent Buckminster especially sought to persuade me to perform the exercises of declamation like the other boys, but I could not do it. Many a piece did I commit to memory and rehearse it in my own room, over and over again ; but when the day came, when the school collected, when my name was called, and I saw all eyes turned upon my seat, I could not raise myself from it. Sometimes the masters frowned, sometimes they smiled. Mr. Buckminster always pressed and entreated with the most winning kindness, that I

would only venture once ; but I could not command sufficient resolution, and when the occasion was over I went home and wept bitter tears of mortification."

If this was not given as a piece of authentic history, we could hardly believe that our modern Demosthenes had ever felt any backwardness in coming forward to exercise the talent which has made him renowned.

#### SOME OF HIS LAST SENTIMENTS.

How peculiarly appropriate to the teacher's work are the following exalted views, uttered in his last speech, which we had the satisfaction of hearing, in Faneuil Hall :

"We seek to educate the people. We seek to improve men's moral and religious condition. In short, we seek to work upon mind as well as on matter. And, in working on mind, it enlarges the human intellect and heart. We know, when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages to come. If we work upon marble, it will perish ; if we work upon brass, time will efface it ; if we rear temples, they will crumble to the dust. *But if we work on men's immortal minds, if we imbue them with high principles, with the just fear of God and of their fellow-men, we engrave on those tablets something which no time can efface, but which will brighten and brighten to all eternity.*"

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#### SCHOOL DISCIPLINE.

[From the Connecticut Common School Journal.]

It is not right to regard any sort of discipline as a convenient, or even a necessary *help* to education. It is itself the great educational process. A well disciplined mind is a well educated mind, whether it has much knowledge or little ; and the mind that is not disciplined is not educated, though it is familiar with the whole route from A to Astronomy.

The true business, then, of the teacher is that of discipline. The wild colt of the prairies is unfit for gentle uses, but he may be brought to drag the plough or to be driven by a child. He needs to be tamed, but receives no new powers. The child that is to be the future citizen or lawgiver, with all his wild, untamed impulses, mental and moral, comes to the teacher.—He comes to be disciplined.

The popular idea of school discipline has reference to the whole apparatus of requisitions and prohibitions, restraints and stimulants, which are designed to regulate the pupil's habits of



study and deportment. Let us consider for the present this application of the subject, guided by the preceding observations. Among the many evils which teachers commonly seek to prevent, such as the following are prominent. Absence and tardiness, idleness, whispering, all disorderly movements in the school-room, injury to any school property by marking, cutting, defiling, &c., rudeness of speech or act in school intercourse, or in passing to and from school, vulgarity, profanity, every form of incipient rowdiness, &c., &c.

Among the objects to be secured, some of which are implied by their opposites just named, are regularity of attendance, promptness in every duty, unquestioning obedience, truthfulness and conscientiousness, earnestness, diligence, thorough preparation of lessons, neatness in dress and school-room habits, the "golden rule" as the rule of intercourse with companions and teachers, &c. These lists of school virtues and vices might be much enlarged; but, at least, those named should be watchfully cared for by every teacher in his system of discipline. And this, be it remembered, not so much to promote the business of the school-room, as because of the certain shaping those daily school-room habits, whether good or bad, are to have of individual character and destiny for this world and the next.

A system of discipline *ought to accomplish completely the object it aims at*. It should have no rules that have not been well considered beforehand. It should then admit of *no* exceptions but for the most indispensable reasons. Let down the bars to-day, and scholars will leap the fences to-morrow, and snap their fingers at all barriers the day after. The system while it lasts must be inflexible, earnest, strong, thorough. It is much easier to govern perfectly than partially, to say nothing of the clear gain in temper and comfort. Whatever is worth doing at all, is worth doing thoroughly. If an evil ought to be prevented, let the teacher deliberate *and then prevent it*. He can do it if he will. He must be patient, but determined. If any positive advancement is to be made, the matter should be well considered, then let the teacher will and act like a Napoleon. A *good school discipline is characterized by energy and efficiency*.

Government should be equable and uniform, not fitful and capricious. Scholars should know upon what they may rely.—They will acquiesce more cheerfully in a rule if it is constant, than if it is only executed occasionally. Habits of obedience makes obedience easier to render and secure. It is moreover unjust to pupils to enforce a regulation with strictness at one time, which laxity at another has led them to believe may safely be disregarded. Any scheme of discipline, to be successful, must be sure to embrace details, the "*little things*" of school life. It is utterly impossible to bring a community of

children into a happy and healthful state of discipline, or to keep them there, without the most vigilant attention to those innumerable little acts and ways which betray the disposition and tendencies. If a boy walks or sits in your room in a swaggering or careless manner, he is sure to be equally careless in his conduct in more material respects. And if by any amount of patient culture, you can establish *the principle and habit of doing every little thing in the very best way*, you may be unconcerned about his great lines of conduct. The boy is safe. If a young miss is pert or rude in speech or manners, *there is a counterpart within*; and if you regard with indifference these slight but true glimpses of the soul within, there may be much to regret at a future day. Tones of voice, carelessness in pronunciation and phraseology, coarseness and uncouthness of language, untidiness of dress, gait, attitude, &c., have the sound of "little things." But they are each signs and symptoms, and with certain index point out the path into the future. More than this. If a pupil commits a trifling breach of decorum, he thereby strengthens the impulse that prompted it, and creates a probability of greater misdoing. Let the teacher strictly take care of all the "little things" in his establishment, and the greater ones will take care of themselves. This is because the former beget the latter. It has always been so.—The oak comes from the acorn, the ocean from the little streams that trickle from out the rocks of the mountain,—this heavy pall of sorrow and death that overspreads our world from that "little act" in the garden. "Little things" are important things. There is a divinity in them. We have at times been so strongly "exercised" concerning the importance of giving more earnest heed to this subject, that we much fear we shall have to deliver ourselves of an article upon it. So enough for the present.

c.

#### AN ACT CONCERNING THE ATTENDANCE OF CHILDREN AT SCHOOL ANALYZED.

1. The person having control shall send children between eight and fourteen to public school twelve weeks each year, six weeks to be consecutive.
2. Penalty for each violation not to exceed twenty dollars.
3. The School Committee shall inquire into the violations and the reasons, and report them in their annual report.
4. When this act is not violated; when otherwheres educated; when their pupil has already acquired the education taught in these schools; when too poor to educate their child.
5. The Treasurer of the town or city is to prosecute all violations.

## A SCHEMING MASTER.

*"He could not govern them; so he tacked and tickled them."* These words were uttered by an observing and influential sea captain, respecting a shrewd teacher of the Grammar School in his place. He tried to rule his pupils from true principles, at first; but this course did not make him immediately popular. He held them to a close rule of discipline in school hours, but in play, was as much of a boy as any of his school, to keep their good will. His pupils obeyed in school, because they were pleased with their teacher; and not because the line of duty demanded was right. The end never sanctifies the means. A true teacher should not play ball; should not coast with his young ladies in his lap; should not play games of chance with them, even in sport; should not go out from house to house, having "grand times;" should not frequent playing parties with his pupils; should not romp and play with his young ladies, in the school-room, after school hours; should not "get in with" a few wealthy and influential men, to the neglect of others; should not make a jest of genuine piety; should not deride the personal religion of a pupil, assistant, or fellow teacher; should not build up a reputation, by condemning authors and authorities; should not tell most of the parents, who send to him, that their children are the first in his school; should not build his own reputation, by sacrificing that of his predecessors in the school.

Should a teacher do these things, he is educating a school on wrong basis of action. A man of very limited acquirements may do all this, and be *popular*, when a gentleman of rare abilities will fail to follow in his footsteps, because he will not stoop to such low arts. Besides, such a course forms a wrong standard, both of taste and of conduct in the young. It makes caprice, and not conscience nor judgment, the umpire of their deportment. Man is too prone, already, to be ruled by impulse, rather than by the right, without the aid of a false school training.

There is far too much of this "tacking and tickling" business, in the world about us, without having our children taught it, by the example of their teachers. Such example is completely undoing to all true family discipline. It destroys the weight of all truly noble examples, of our best men. It purblinds the youth, as he goes forth into the world, so that he rarely forms a correct judgment of men and things, and thus falls a ready victim to their artful and designing schemes.

We want our teachers to be model men and women. The pupil should be brought up to the proper standard, and not the teacher brought down to them. It is a fact in human history,

that, while a few strike out and grow up independent, mostly of examples about them, most persons imbibe from the practical world the character and manners which they ever after bear through the world. It is, therefore, a course full of danger to employ improper teachers, because they are so apt to leave a copy of their defects in those whom they teach.

A PARENT.

New Bedford, Feb., 1855.

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## EDUCATION A PROTECTION AGAINST POPULAR DELUSIONS.

BY PROF. FELTON, OF HARVARD UNIVERSITY.

"THERE are peculiar circumstances in the present condition of our country, which the friends of education cannot, and ought not to shut their eyes against. We cannot look around us without a painful sense of the amount of ignorance and intellectual feebleness, for want of just education that prevails in our most enlightened communities.

"Popular delusions break out every year, which, though not so violent or general as the astrology and witchcraft of former ages, are quite as remarkable testimonies to the dangers lying in the way of ill-balanced and uneducated minds. The power of society is now generally in the hands of the enlightened, so that these delusions stop short of the rack and the stake. But fanatics, enthusiasts, and deceivers still play their fantastic tricks upon the credulity of the weaker brethren, and find an ample harvest of influence and gain in the feebleness and folly of multitudes. The mischief is not confined to the loss of time, the dangerous excitement of the nerves, the perversion of the imagination, and the robbery of the purse; but reason, morality and virtue often pay the penalty, and suffer disastrous overthrow. No degree of absurdity transcends the powers of belief in some ill-regulated minds; no personal worthlessness, or intellectual imbecility of the pretender, will open the eyes of many, blinded by ignorance, and stupefied by the juggler's tricks. He who believes that the great and good of past ages condescend to communicate with those who are neither great nor good, through the legs of pine tables, from the serene abodes of departed spirits, to help certain "mediums" get a dollar for every dupe, is exposed to any extreme of cheating which the coarsest imposter may choose to practise upon him. The knavery of these dealers in spiritual rappings is more wicked than stealing, while the intellect it displays is so contemptible, that the palmistry of gypsy vagabonds rises to dignity in the comparison.



The law, perhaps, cannot reach the crime, in its present form; an attempt to enforce the penalties against false pretences, might aggravate the evil. To guard the community against such delusions, and to secure the happiness of individuals against such wretched and dangerous frauds, is a high function of public education, not yet fully performed. This is to be done not merely by spreading knowledge among the people, but by teaching the young how to exercise their judgment; how to apply their reasoning powers; how to weigh the facts, and estimate the force of evidence; how to observe with rigid accuracy, and to report observations with stern veracity, watching against the conclusions of excited feeling, morbid imagination, or a curiosity seeking by vain efforts to grasp things hidden by the wisdom of the Creator behind an impenetrable veil. The adamant strength of reason is the shield that must be held up between the mind and these pitiable delusions.

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### SOME GENERAL RULES AND PRINCIPLES.

THESE rules and principles are derived from various sources. They are adapted to the wants of pupils and teachers. Such summaries may be perused when more lengthened pieces might be neglected:

#### RULES FOR THE TEACHER.

1. From your earliest connection with your pupils inculcate the necessity of *prompt* and *exact* obedience.

2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.

3. Never promise anything unless you are quite sure you can give what you promise.

4. Never tell a pupil to do anything unless you are sure he knows how it is to be done; or show him how to do it, and then see that he does it.

5. Always punish a pupil for *wilful disobedience*; but never punish unduly, or in anger: and in no case should a blow be given on the head.

6. Never let your pupils see that they can vex you, or make you lose your self-command.

7. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.

8. Never yield anything to a pupil because he looks angry, or attempts to move you with threats and tears. Deal mercifully, but justly, too.



9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment should the fault be renewed.

10. Never allow pupils to do at one time what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be* good.

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors when real sorrow has been evinced for having committed them.

15. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

#### THE EVILS OF ABSENCE.

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will leave his business when a man.

2. The time of the teacher and the whole school is wasted while this absence is being recorded.

3. The teacher's time is wasted in reading and recording the delinquent's excuse when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's time and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed, by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures which are chargeable to the absence and not to the instruction.

11. The means generously provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does actual mischief while absent.

## RULES FOR STUDENTS, ETC.

1. Have all your books and school apparatus fixed and ready at least one day before the school commences.
2. Be *early* in your attendance at school.
3. Be *constant* in your attendance at school.
4. Regard promptly and cheerfully all the regulations of school.
5. While in school improve all your time with a real carefulness.
6. Be *honest* in regard to your lessons; get them *thoroughly* and by your own diligence.
7. Speak and act the truth in all things and at all times.
8. Be pleasant and accommodating to your companions.
9. In the streets let your deportment be orderly and becoming; be gentle and civil.
10. Keep your books, maps, &c., in good order and well arranged.
11. Keep your desk and the floor about it in a neat and cleanly condition.
12. Before entering the school brush the mud from your boots and shoes, and avoid everything which can render the place you occupy unpleasant to the members of the school or to visitors.
13. Cultivate carefully and constantly pleasant feelings; allow yourself only in pleasant thoughts; utter only pleasant words; exhibit only pleasant actions; and in all things manifest the spirit of Christ.
14. Finally, love God and keep his commandments, for in this you will exhibit the greatest of all wisdom and secure the most desirable of all rewards. "The fear of the Lord is the beginning of wisdom, and a good understanding have they that keep His commandments."

We give below a few general rules to youth respecting their conduct when attending school:

## GENERAL PRINCIPLES OF INSTRUCTION.

There are several general principles, founded in nature and deduced from observation, but too often overlooked, which should be our guide in teaching, and of which we should never lose sight.

*First.*—Whatever we are teaching, the attention should be aroused and fixed, the faculties of the mind occupied, and as many of them as possible brought into action.

*Second.*—Divide and subdivide a difficult process, until the steps are so short that the pupil can easily take them. This is what we call aptness to teach.

*Third.*—Whatever is learned, let it be made familiar by repetition, until it is deeply and permanently fixed in the mind. The faithful application of this principle makes thorough teaching the best kind of teaching, certainly.

*Fourth.*—Insist upon every lesson being learned so perfectly that it shall be repeated, as everything in a large school should be done, without the least hesitation. This cannot, however, be applied in the case of very young scholars.

*Fifth.*—Present the practical bearings and uses of the thing taught, so that the hope of an actual advantage and the desire of preparation for the future be brought to act as motives. This principle is often neglected.

*Sixth.*—Follow the order of Nature in teaching whenever it can be discovered.

*Seventh.*—When difficulties present themselves to the learner, diminish and shorten, rather than remove them; lead him, by questions, to overcome them himself. It is not what you do for the child so much as what you lead him to do for himself, which is valuable to him.

*Eighth.*—Teach the subject rather than the book. The book is but an aid in acquiring a knowledge of the subject.

*Ninth.*—Teach one thing at a time. Advance step by step, making sure of the ground you stand on before a new step is taken.—*School and Schoolmaster.*

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### SINGING IN SCHOOL.

AFTER some years of experience in the use of song-singing in school, we are more and more convinced of its utility in the school-room. The school is more easily governed. The prevailing spirit is more pliant and tranquil. Also the sluggishness, so often manifest in school, is totally disposed of by singing.—In addition to this, there is a higher aim in the vocal exercises of the school-room—the cultivation of a devotional habit. Now, in early childhood and youth, is the favorable time for inspiring a devout tendency of the mind and spirit.

We take this opportunity to say, that we rejoice to see the "*American School Hymn Book*," published by Crosby, Nichols & Co., make its appearance at this favorable juncture. It should have a just appreciation in every school, and in every family. It may be had by applying at No. 111 Washington Street, Boston. The above firm have done a good work for the New England Schools in the publication of this little book. The author, Mr. Fitz, has been favorably known as one of the earliest laborers in the introduction of singing into the Common Schools of the country. In this book he has been especially successful.

## THE FIGURE NINE A MATHEMATICAL CURIOSITY.

THE properties of the figure 9 are peculiarly curious, and capable of being used in a variety of operations. Not to mention the fact that the fundamental rules of Arithmetic are proved by the 9, there are among others the following curiosities connected with the figure :

Add together as many nines as you please, and the figures indicating the amount, when added together, will be 9 or 9 repeated. The same is true in multiplying any number of times—the sum of the figures in the product will be 9 or a number of nines. For instance :—

Twice 9 are 18—8 and 1 are 9.

Three times 9 are 27—2 and 7 are 9.

Four times 9 are 36—3 and 6 are 9.

And so on until we come to eleven times 9 are 99 : Here we have 2 nines, or 18, but 1 and 8 are 9.

Twelve times 9 are 108—1 and 0 and 8 are 9.

The curious student may carry this on still further for amusement.

Another curiosity is exhibited in these different products of the 9 when multiplied by the digits, as follows, the products being 18, 27, 36, 45, &c. ; reverse these and we have the remaining products, 54, 63, 72, 81.

The nine digits, 1, 2, 3, 4, 5, 6, 7, 8, 9, when added, amount to 5 times 9 ; or instead of adding, multiply the middle figure by the last, and the amount will be the mysterious nines, or 45 ; and 4 and 5 are 9.

One more. Let the digits as written be

123456789

987654321

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1111111110

and we have 9 ones and of course 9 once more.

Or subtract the upper series of numbers from the under :

987654321

123456789

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864197532

Add the figures of the difference, and once more we have the five nines, or 45, or 9.

We will now multiply the same figures by 9 ;

123456789

9

---

1111111101

and we have 9 ones again, or 9.

One of these properties is of importance to all book-keepers and accountants to know, says a writer, and which I have never seen published.

The discovery has often been of essential service in settling complicated accounts. It is this: The difference between any transposed number is always a multiple of 9; for instance, suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debts and credits, which he cannot account for, after careful and repeated additions.

Let him then see if this difference can be divided by 9 without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9.

The knowledge of this will at once direct attention to the true source of error, and save the labor of adding up often long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.

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### BEAUTY IN WRITING.

A FINE handwriting is an accomplishment whose value we can scarcely estimate too highly. To prove this to our entire satisfaction, make your survey of two fields of vision, post-office addresses, and books, both the account books of our shops and stores, and albums.

Take your stand at the pigeon-hole, as the letters are delivered to the inhabitants of a city or village. Look at the handwriting, the superscribing, the punctuation, and the order or neatness of the faces of the letters. A few are beautifully executed. The mass of letters bear a strange face.

As you call about, among the most elegant, and fashionable, and tasty of your friends, look at the Albums which occupy their various conspicuous positions. These books have performed their varied journeys among the personal friends of their several owners, and have collected poetry, prose, and autographs. The best of writing appears in the dedicatory piece, and in a few other places in each book. But examine the other pieces—blots, specks, scratches, ornamental flourishes, dashes, punctuation marks, lines, dates, names of places, initials, autographs, &c., are a curiosity to the beholder.



In order to the formation of an elegant penmanship, two hints may be of essential service. First, let the pupil begin early to handle a pencil or pen, with a copy-book before him, having a printed copy at the head of each page. This can be done by using Dunton's System of Penmanship, in his admirable series of Copy Books. Second, let him spell once each day, from the Dictionary, writing the words according to the System of Penmanship taught in the Copy Books.

By this means, the system of writing becomes the pupil's own. His writing may be peculiar to himself, but it will be elegant. His efforts will thus have a standard, by which to be graduated.

We refer to the above Gentleman's System, published by Crosby, Nichols & Co., for it is the best System and Series with which we are acquainted, though engaged in teaching several years.

"GLEANINGS FROM THE POETS," published by Crosby, Nichols & Co.

This volume is compiled from very choice selections, of above eighty different sources. Here you find grouped into one scene, the chief poetic beauties of the language. The compiler has arranged her vase with due regard to taste.

The book is equally adapted to High Schools and Families. If the young are not taught, in the family and the school, to appreciate such literary gems, they rarely ever form the appetite for them in later years of life.

JOURNALIZING IN SCHOOL.—The habit of Journalizing in a school, during youth, produces the following results in later life:

*First.* A fine style of penmanship.

*Second.* Promptness of composition, and rapidity in recording thought.

*Third.* Greater accuracy in thought.

*Fourth.* Facility in acquiring knowledge, and certainty of retaining it.

*Fifth.* Greater influence in imparting the riches of thought.

*Sixth.* Renders our life more important in our own eyes.

*Seventh.* Makes a person more reliable, and less impulsive in his thought and manner.

*Eighth.* Facility in recalling the facts and events of past life, for use, of which John Quincy Adams is an eminent example.

*Ninth.* An extensive record of one's own life, from which the next generation may know what we have been and done.

Crosby, Nichols & Co. have blank books, with introductory remarks, to aid the pupil in his work of Journalizing. It should be in the hands of every youth of our schools, both old and young.

## THE POWERS OF LETTERS, OR THEIR NAMES.

In the January number of the Teacher is a prize Essay in which this subject is alluded to in a singular manner. The writer recommends teaching the names of the letters first, postponing the analysis of their power to riper years, and yet says that we are never to pronounce a word for a child, but require it spell it out for itself.

The two recommendations are perfect antipodes of each other. It is an absolute impossibility for the child to discover the sound of a word from the names of its letters. For instance, the names of the letters a, t, make only the word eighty, and you are forced to tell the child that it is not eighty, but *at*. If now he spells and pronounces the word *sat*, it is not through the knowledge of the names of a and t, but through the knowledge of their powers learned by induction from the word *at*.

Teachers who have used Mr. William D. Swan's method of teaching the powers of the letters first, as developed in his Primer, will never consent to return to the unphilosophical and tedious mode of a, b, ab; and teachers who have used a phonetic alphabet will never begin with the common alphabet at any rate, either with power or names. H.

- How TO RUIN A SON.—1st. Let him have his own way.  
 2d. Allow him the free use of money.  
 3d. Permit him to roam where he pleases on the Sabbath.  
 4th. Give him full access to unprincipled company.  
 5th. Call him to no account for his evenings.  
 6th. Furnish him with no stated employment.

Pursue either of these ways, and you will experience a most marvellous deliverance, or will have to mourn over a debased and ruined son. Thousands have realized the sad results, and have gone to the grave mourning.—*Mother's Assistant.*

## Resident Editors' Table.

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GEORGE ALLEN, Jr., . . . . . <i>Boston.</i> C. J. CAPEN, . . . . . <i>Dedham.</i>	RESIDENT EDITORS.	ELBRIDGE SMITH, <i>Cambridge.</i> E. S. STEARNS, . . . <i>Framingham.</i>
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THE Local Editors of the "Massachusetts Teacher," authorized by the Board of Directors of the State Association, have procured a room of Messrs. Ide & Dutton, No. 106 Washington street, Boston, where they will hereafter hold their meetings.

The locality affords as good convenience for a Teachers' Exchange as can be found in the city; it is central, especially so with reference to the book-trade of New England, and it is most conveniently accessible to teachers from abroad. The Office of the Local Editors of the Teacher will prove a desirable place for the meetings of teachers and Directors of Teachers' Associations, whether for social or business purposes, and they are invited to avail themselves of its facilities. Here will be found the newspapers, and all of the educational periodicals of the United States and of other countries, which constitute the exchanges of the "Massachusetts Teacher."

Messrs Ide & Dutton offer unsurpassed facilities to teachers and others wishing to procure school-books, maps, illustrative apparatus, and miscellaneous educational works. We have heretofore had occasion to refer to their excellent collection of maps, both ancient and modern.

The above mentioned advantages, with an experience of eleven years devoted to the educational branch of the book-trade, and their well-known promptness in attending to the wants of their customers, render this firm, in every respect, worthy of patronage.

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*Οὐδεὶς ἀγεομέτρητος εἰσὶτω.*

"LET NO ONE ENTER WHO IS DESTITUTE OF GEOMETRY."

THE above inscription is often quoted as having been placed by Plato over the entrance to the Grove of Academus, and is considered as settling the question of the importance of Geometry in the work of education. We have no disposition to undervalue the importance of Geometry, but we must beg leave to protest against the use of this inscription for the purpose above mentioned. In the first place Plato has the reputation of having written excellent Greek, and this is notoriously bad Greek, and such as Mr. Macaulay would say "no school-boy could use without imminent danger of a flogging." We were not a little surprised to find this sentence quoted as genuine

Platonic Greek in Dr. Whewell's recent discourse on the Influence of the History of Science upon Intellectual Education, and were led to question the grounds of our objections to its authenticity. We are not inclined to enter into any controversy with the learned Master of Trinity College on classical topics, nor have we any fears that any scribblings of ours will lead to any such result. We fear, however, that the Master of Trinity has forgotten a review of his former "Thoughts on the Study of Mathematics as a part of a Liberal Education," by Sir William Hamilton, in which the spuriousness of this sentence was distinctly noticed, and that he is equally unmindful of the classical teachings of his own Fellows in Trinity. In a little work, entitled "Constructionis Græcæ Præcepta," by John W. Donaldson, late Fellow of Trinity College, Cambridge, and now Master of Bury St. Edmonds School, the spuriousness of this passage is also noticed.

The genuineness of this epigram cannot be defended, either upon internal or external evidence. It is a fundamental law of the Greek language that the particle  $\mu\eta$  and its compounds should be used in all prohibitions. See the Thesaurus of Stephanus, vol. 1, p. 804 D; also Buttmann's Greek Grammar, § 148, or any respectable Greek Grammar, on the same subject. We may safely, therefore, set this sentence down as one of those remarks of Plato which he never made, at least, in the form above stated.

E. S

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"A CATALOGUE OF BOOKS, MAPS, CHARTS, AND SCHOOL APPARATUS, published, imported, and for sale by Ide & Dutton, at 106 Washington street, Boston." Boston: 1855.

This is the most complete catalogue of school apparatus (excepting, of course, the several departments of experimental philosophy,) that has fallen under our notice. It is a well printed pamphlet of 72 pages, and is exceedingly creditable to the enterprise and taste of the publishers, Messrs. Ide & Dutton. We should be glad to notice the several departments of this catalogue in detail, but our limits will only permit us to speak of the Maps, Charts, Atlases, &c., which they offer for sale. This department comprises a little more than twenty pages of the catalogue, and as we think the most complete list of chartographical publications that has been offered to the American public. We would call the attention of teachers especially to this catalogue. Those who have felt the want of a good atlas, or mural map, (and what American teacher has not) will here find that want supplied. Bauerkeller's maps in relief, ought to find a place in every school-room. Kiepert's and Spruner's



maps are as perfect in their kind as any that have been published in this country or in Europe. It is quite a convenience to teachers in New England, that they can here avail themselves of all the maps in all their various forms which have been published in the Old World. It is so great a convenience, that we think there is some obligation resting on teachers to patronize a house which furnishes all the productions of England, France and Germany, as reasonably as they can be imported. Why should we be under the necessity of obtaining all our Maps, Charts, &c., from the continent of Europe, through foreign houses in New York? They can be afforded as cheaply in Boston as in New York. Boston boasts of being the Athens of America, and why should she not glory also in furnishing as liberally as any city, the means for the study of the liberal arts. We not unfrequently meet with some fine map or chart, or some new edition of some classic author, and on inquiring whence it was obtained, are informed, through Messrs. ———, of New York. Now we have no jealousy of our sister city. She has "ample room and verge enough" in the great educational marts, which are afforded in her own immediate vicinity. Most gladly shall we obtain these educational luxuries and necessities there, if they cannot be obtained more *cheaply* in our own city. But there is another reason why we are glad to see all these conveniences for sale in Boston. There are many teachers in New England who do not often visit New York, and are consequently ignorant of the facilities which are offered to them there from the great marts of Europe. Let us then patronize the gentlemen who are endeavoring to furnish just such a place in Boston as we have spoken of. Without making any complaint of New York, we may say that we have known instances in which the same articles have been afforded more cheaply in Boston than in the Empire City. We take great pleasure in bearing unsolicited testimony to the courtesy and promptness of Messrs. Ide & Dutton. We invite teachers to call and get a copy of their catalogue, and look over their assortment, not so much for the sake of patronizing them, as for the purpose of improving themselves and their schools. The more they sell, the more complete will their collections become, and the greater the service which they will be able to render the cause of education.

E. S.

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**PUNCTUALITY.** It is said of Melancthon, that when he made an appointment, he expected not only the hour, but the minute, to be fixed, that no time might be wasted in the idleness of suspense; and of Washington, that when his secretary, being repeatedly late in his attendance, laid the blame on his watch, he said, "You must either get another watch, or I another secretary."



BARNSTABLE COUNTY EDUCATIONAL  
ASSOCIATION.

THE adjourned meeting of this Convention was held in Provincetown, December the 28th and 29th. The weather was exceedingly unpropitious, but there was yet a large assemblage of ladies and gentlemen interested in educational matters. In the absence of the President, Mr. Brooks, the chair was taken by the Vice President. The Rev. Robert McGonegal, M. A., Daniel Leach, Esq., State Agent, and J. B. Tallman, Esq., of Pawtucket, R. I., attended the convention. Other gentlemen from a distance had been expected, but were detained by the weather.

Mr. Tallman addressed the scholars and teachers, and in a very happy manner conveyed many valuable suggestions. His remarks were listened to with profound attention. It was voted that all persons present be invited to take part in the deliberations of the Convention.

The Rev. Mr. Myrick, of Provincetown, addressed the Convention in opposition to the rule recently adopted by the Provincetown School Committee, by which a pupil that absented him or herself three times consecutively, without showing reasonable cause, should be expelled during the remainder of the session. Messrs. Leach and Tallman supported the rule. The Convention then adjourned.

## AFTERNOON SESSION.

Mr. Tallman addressed the High School pupils, in their school-room, on the importance of the study of music. At two o'clock, the Convention resumed its sittings. The Committee on Topics, consisting of Messrs. French, Paine, and Comey, was chosen. The following resolutions were offered:

*Resolved*, That it is the imperative duty of parents to ascertain, by frequent personal visits to the school-room, what their children are doing.

*Resolved*, That the parent ought to support the teacher in carrying out the rules and regulations, to promote the order and interest of the school.

*Resolved*, That the highest interests of our school demand that no scholar shall be dismissed therefrom till the close of its session, except for sickness.

Mr. French, Teacher of the Grammar School No. 3, spoke to the first resolution, which was passed; the other two were passed subsequently.

Mr. Godfrey, Ryder, and Mr. Comey, of Grammar School No. 2, supported the first resolution.

Mr. Leach then addressed the Convention on "The motives that should influence parents to secure the benefits of education, and the means to be used." The lecture was lucid and convincing, and elicited general approval. The Committee then took up the resolutions introduced by Mr. French.

Dr. J. N. Stone, of Wellfleet, in an invincible address, insisted on the necessity of parental visits to the schools. He was listened to with great attention. Mr. Godfrey Ryder sustained the third resolution (with reference to dismissal.) Mr. Stone, of Provincetown, urged the necessity of the teachers visiting the parents; for his own part, he had never experienced any difficulty in appealing to parents. One of the chief difficulties, he thought, was the want of obedience at home.

#### EVENING SESSION.

Prayer by Rev. Mr. Myrick.

An address was given by Dr. J. N. Stone, of Wellfleet, on the Relations of Parents to Children. The physical and mental relations were ably explained, and the scientific portions of the lecture were most happily relieved by those flashes of the humorous peculiar to Dr. Stone. After some music from the scholars, a rather sharp discussion ensued with respect to the dismissal rule. Mr. James Gifford, one of the School Committee, in an extremely clear and lucid speech, explained and vindicated it. Dr. Dudley considered the resolution a very harsh one, that it acted unjustly on both parent and child, and on the child, too, when the parent was in fault. The Rev. Mr. McGonegal spoke briefly in vindication of the rule, and dwelt on the great inconvenience which resulted to the majority of the scholars from the non-attendance of a few. His remarks were clear and convincing. Capt. Small was opposed to the rule. Mr. Rufus Thacher, one of the School Committee, very ably defended the rule, and successfully refuted misrepresentations concerning it. The exercises were closed by a beautiful and elegantly written Poem, by Dr. John Ross Dix. The Rev. Mr. McGonegal made a few remarks with respect to the Young Men's Institute, recently established in Provincetown, under the superintendence of E. S. Whittemore, Esq., a legal gentleman, who recently graduated at Dane Law School, Harvard University, Cambridge.

#### SECOND DAY — FRIDAY.

Prayer by the Rev. Mr. Sanborn.

The discussion on the School Committee's Rule was resumed, in which Dr. Stone, of Provincetown, Mr. James

Gifford, Mr. G. Ryder, the Rev. Mr. Sanborn, Capt. Manuel, Mr. Leach, Mr. N. Freeman, the Rev. Mr. Myrick, and others, took part, the latter stating that he was no longer opposed to the rule. Dr. Dudley again expressed himself strongly against the rule.

The Convention, after some slight discussion, again adjourned.

#### AFTERNOON SESSION.

After singing by the scholars, Mr. Leach very ably addressed the Convention, on the Methods and Modes of Teaching. We regret our space precludes an insertion of this very admirable address.

The Rev. Mr. McGonegal followed with an extremely eloquent and logical lecture on the Practical Educator, which we trust ere long to see in a less ephemeral form. It was replete with force, fervor and truth.

In the High School room, at half-past one o'clock, addresses to the scholars were given by Mr. Whitmore and Mr. French, Teachers.

Votes of thanks were tendered to Messrs. Leach and Tallman for their addresses, and to Dr. J. R. Dix for his poem; which poem, it was further voted, should be printed for distribution in the March number of the *Massachusetts Teacher*.

#### EVENING SESSION.

Mr. Nathan Freeman, President of the Provincetown Bank, in the chair.

The services were, as on the former evening, held in the Central Methodist Church. The Rev. Mr. Sanborn delivered a lecture on Individuality. For a previously mentioned reason, we can only say of the address that it was replete with original thinking and sound logical deductions. After some music, a lecture was delivered, at the request of the colleagues and the Convention, by a member of the Association and a teacher in the town, on Educational Influences. He said, in opening his discourse, he felt that it was unfortunate for him to follow the able public speaker who had preceded him, inasmuch as it would furnish a practical illustration of one branch of his subject, that some persons got out of their proper spheres of action, as the audience would discover before he had concluded. At the conclusion of this address, Mr. Paine, of Grammar School No. 1, briefly and eloquently addressed the audience on the expediency of parents and teachers holding friendly meetings, for the purpose of deliberating under the subjects connected with their mutual

interests. A vote of thanks to Messrs. McGonegal, Sanborn, and the lecturers of the evening, was then unanimously passed. Exquisite singing by the members of the High School, who attended in a body during the whole of the sittings, concluded the exercises. The appearance of these pupils spoke well in the extreme for these young gentlemen and ladies. We must not omit to record our sense of the hospitality and warm-heartedness of the people of Provincetown who attended this, the first convention held in the place, in large numbers, and evinced the warmest interest in the proceedings. Altogether, a more successful meeting we have seldom had to chronicle. The Convention, on the motion of Mr. Comey, adjourned *sine die*.

F. N. BLAKE, *Secretary*.

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### INTELLIGENCE.

Osgood Johnson, Esq., late principal of Warren Academy, Woburn, Mass., has been appointed Master of the Public High School in Worcester, Mass., in place of George Capron, Esq., resigned.

William L. Gage, Esq., has resigned the mastership of the High School in Taunton.

Daniel Leach, Esq., of Roxbury, agent of the Mass. Board of Education, has received and accepted the appointment of Superintendent of the Public Schools in Providence, Rhode Island.

G. B. Stone, Esq., has resigned the mastership of the High School in Fall River.

The Rev. Robert Allyn, of East Greenwich, R. I., has been appointed Commissioner of Public Schools in Rhode Island, in place of Hon. Elijah R. Potter, resigned.

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### TEACHERS' INSTITUTES.

At Littleton, March 26—30.

At Bridgewater, April 2—6.